

This book is worth reading for its timely and engaging perspective of issues that transcend the AIDS epidemic. Many of the issues raised are appropriate for debate and discussion within social studies classes ranging from world and U.S. history to U.S. government. How we respond to such issues will certainly affect how we define ourselves and our society as we enter the twenty-first century.

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**Earth Matters: Studies for Our Global Future**, by Pamela Wasserman and Andrea Doyle. Washington, D.C.: Zero Population Growth, 1991. 177 pp. \$19.95 paper. Reviewed by Thomas J. Scott.

One of the most pressing issues facing humanity on the eve of the twenty-first century is the planet's ability to sustain itself in the face of a tremendous onslaught from its human inhabitants. The increasing gap in wealth between industrialized and developing countries,

the rapid rates of population growth in countries least able to provide for their citizens, the voracious consumption of resources in the industrial world, and the human stress placed on the planet's ecosystems to promote the well-being of its human inhabitants are extremely complex issues—these paramount global issues of the late twentieth century are rarely discussed in the typical high school classroom. *Earth Matters* is an important resource that facilitates the discussion of issues fundamental to the human condition.

Through provocative readings and stimulating activities, *Earth Matters* explores complex global issues in a manner that high school students will find relatively easy to understand. Wasserman and Doyle state that "most of the threats to our global ecosystems and social structures are human made" (ix). They challenge students and teachers alike to evaluate the nature of these threats in a critical manner and to propose solutions.

The authors intend to offer students a sense of involvement in issues that often seem beyond the realm of their experience. *Earth Matters* provides students

with the connections necessary to understand the world around them and the highly interdependent nature of a global society.

Lessons also engage students in cooperative learning modes, simulations, role playing, problem solving, and critical-thinking exercises. Not strictly a social studies resource book, this volume includes study units that are interdisciplinary in nature. Lessons are meant to be integrated into biology, environmental science, family living, and mathematics curricula. The authors expect that teachers from various disciplines will teach these activities collaboratively.

The methodological approach of *Earth Matters* relies upon collegial cooperation across disciplines and creative approaches to teaching. The success of resource books like *Earth Matters* is dependent upon a reevaluation of both *what* teachers teach and *how* they teach. That *Earth Matters* questions traditional pedagogy may be its most important contribution.

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